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ABSTRACT

Developments in education, employment, and the courts concerning the status of women are covered in this newsletter issue. Topics include the following: a 1972-1980 study which found that women faculty may not be advancing at the same pace as male faculty members; approval of actions to enhance affirmative action by the Board of Regents of the State University System of Florida; a Boston University study of graduates that showed women earning less than men for all degree levels and fields; an article on what happens to sex discrimination lawsuits; bibliographies on sexual harassment and women and part-time work; a sex-neutral retirement plan; the issue of sex-segregated annuity plans; sexual harassment defense insurance; a publication about women's studies in Wisconsin; a workshop guide for re-entry women and displaced homemakers; a study finding that black women hold few leadership positions in American higher education; papers on minority women's identity, developments in other countries; nontraditional careers for women; and resource materials. (SW)

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Project on the Status and Education of WOMEN

ON CAMPUS WITH WOMEN

Volume 12, No. 3 Winter 1983

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Project on the Status and Education of WOMEN

ON CAMPUS WITH WOMEN

Vol. 12, No. 3 • Winter 1983

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EMPLOYMENT

Women's Status in Academe: Gains More Apparent Than Real

In an analysis of changes in hiring patterns, the balance between research and teaching, and academic rewards (changes in salary and rank) among academic personnel in 1972 and 1980, two researchers conclude that, despite some improvement in status, women, once they are in the system, may not be advancing at the same pace as male faculty members. They report that, while the proportion of women in the teaching force increased almost four percent (from 14.4 to 18.1 percent), the proportion of tenured women faculty rose only 13.4 percentage points during that time span (from 54.6 to 68 percent), as compared with a 17.7 percent increase for tenured men (from 68.5 to 86 percent). An examination of the movement from assistant professor to associate professor, and from associate to full professor between 1972 and 1980 suggests that men may have better promotional prospects than women. Comparing women's actual rank with the rank predicted on the basis of an analytic model used for males showed women's actual rank to be one fourth of a step lower than predicted. While women are now more extensively engaged in research and publication than they were in the early 1970's, they still are paid 77 percent of what their male colleagues earn.

The study, by Helen S. Astin and Mary Beth Snyder, was reported in the July/August 1982 issue of *Change* magazine.

Affirmative Action Affirmed in Florida

The Board of Regents of the STATE UNIVERSITY SYSTEM OF FLORIDA gave its stamp of approval in May 1982 to a set of recommended actions designed to enhance affirmative action. Major initiatives include:

- the establishment of a State Wide Advisory Council to assist in the recruitment of blacks, women and other minorities to the faculties and staffs of Florida's nine public universities,
- implementation of system-wide review and evaluation of the administration and effectiveness of Affirmative Action/ Equal Employment Opportunity Programs; and
- implementation of affirmative action programs and goals as management objectives to be included in the annual evaluation of university presidents.

Efforts in monitoring salary equity issues will also be increased. For further information write the State University System of Florida, 107 W. Gaines St., Tallahassee, FL 32301.

"Gender Discount" Faced by Women Grads

Women baccalaureate holders from BOSTON UNIVERSITY's (BU) School of Public Communication (MA) who earned their degrees in May 1980 and found work within six months earned an average starting salary of $11,954. Their male counterparts began their jobs at $13,295. For women earning master's degrees from the same school, the discrepancy in the stakes was even wider: $15,073 take-home pay, as compared to men's $18,146. Another way of translating these statistics is that the women earned 82 cents to the male graduate's dollar. Even more grim were the university statistics across the board: at *all* degree levels and in *all* fields, males in the class of '80 earned an average starting salary of $19,600—$4000 more than their women colleagues. Translation: women earned 79 cents to the equally educated male's dollar.

A similar survey of the 1981 BU graduates is now underway. Other institutions might wish to do similar surveys of their graduates.

Private Club Pursuits? Bar none, says ABA

The American Bar Association (ABA) voted in January 1982 to support federal legislation which would prevent discrimination by private clubs deriving a substantial portion of their income from business sources. In August, 1982, the ABA reversed this action. [The number of college or university presidents whose membership in such clubs is subsidized by their schools is not known.]

Salaries in College Development: Slow to Develop for Women

In the field of college development—"institutional advancement"—women earn 20 percent less than men in the same jobs, regardless of experience, educational background, and other qualifications. In almost every job category, men's paychecks outweigh those of their female counterparts, with the salary gap even greater at public than at private schools. The data is reported in a survey by the the Council for Advancement and Support of Education (CASE), which noted that while the women were in general younger, slightly less experienced in the field, holding their current positions for shorter time periods than the men, and thus less likely to hold top posts, the factors did not fully explain the salary discrepancies. "Apparently women are paid less than men, independent of other qualifications," concluded the report,

which was published in the July/August 1982 issue of the council's magazine, *CASE Currents*. Copies of the issue are available at $4 each from CASE Publications Order Dept. PO Box 298, Alexandria, VA 22313.

Whatever Happened To That Woman Who Sued Her Department?

An overview of what happens to sex discrimination lawsuits is described in an article based on interviews with 20 faculty women who filed charges of sex discrimination against their institutions. The article describes the process, from decision to sue, through gains made by the litigation. The author notes that, "although it is clearly impossible to measure precisely the impact of a particular case on the position of women faculty on that campus, the grievants were frequently convinced that their struggles had been responsible for major improvements in the position of other women," despite retaliation, and other emotional and financial costs. The article, "Collective Protest and the Meritocracy: Faculty Women and Sex Discrimination Lawsuits" by Emily Abel, appeared in *Feminist Studies* 7, No. 3 (Fall 1981). Single copies of the issue are available for $8 (individual) and $12 (library or institution) from *Feminist Studies*, c/o Women's Studies Program, University of Maryland, College Park, MD 20742. A 40 percent discount is available on bulk orders for classroom use or bookstore sales. (Also in this issue is "Women's Recent Progress in the Professions or, Women Get a Ticket to Ride after the Gravy Train has Left the Station" by Michael J. Carter and Susan Boslego Carter, reviewed in *On Campus With Women*, Summer 1982, p. 6.

Resources on Women in the Workplace

Selected bibliographies on sexual harassment and women and part-time work, published by the Ontario (Canada) Ministry of Labour, include journal and magazine articles from Canada, the U.S., and Australia. Between two and four pages in length, the bibliographies (*Sexual Harassment*, Parts 1-3 and *Sexual Harassment: Legal Aspects* (Part 4), published under *Labour Topics* between June 1978 and March 1982, and *Women and Part-Time Work*, July 1982) are available free of charge from the Ontario Ministry of Labour Library, 400 University Ave., 10th Floor, Toronto, Ontario M7A1P7.

Fastest Growing Segment of the Labor Force: Working Mothers

"More than half of all children—from infants through high school age—have mothers who work outside the home. This adds up to 32 million children," reports the Director of the Women's Bureau of the U.S. Department of Labor.

IN THE COURTS

Equal Benefits for Men and Women Under New Pension Plan

A new sex-neutral retirement plan, recently adopted by the UNIVERSITY OF MINNESOTA to replace its own faculty retirement plan, is believed to be the first of its kind. The pension policies are issued by Minnesota Mutual Life Insurance Co., and Northwestern National Life Insurance Co., which agreed to use sex-neutral mortality tables for new contributions to the school's faculty retirement fund. Since such a policy is not offered by TIAA-CREF, the university switched some faculty members holding those plans to the new companies. With the new plans, which took effect July 1, 1982, female faculty members with a "single-life annuity" can expect an increase of about five percent in their monthly benefits following retirement, while their male colleagues will receive about five percent less.

The university senate had proposed the new plan in 1980. A senate committee, while noting that "unisex" plans might one day be legally required, urged the university to change its plan because it was the "right thing to do on ethical grounds."

TEMPLE UNIVERSITY (PA) has also decided to seek out changes in its TIAA-CREF pension plan so that men and women

Comments on Sexism Elicited: Letter to the Editor

[A suggestion which may be useful to campus women's groups in helping to educate academics on some of the more subtle, as well as the more blatant aspects of sexism, appeared in the following letter to the editor from prominent sociologist and author Jessie Bernard. The letter appeared in the July 1982 issue of the Sociologists for Women in Society *Network*, Vol. XII, #2.]

Dear Editor:

As a perigrinating academic I run across complaints of sexism on campuses around the country. In some instances these examples are of sheer nastiness, meanness, prejudice. But in many cases they result from ignorance and insensitivity rather than deliberate ill will. On the assumption that many can be traced to ignorance and lack of tutoring, it is proposed that there be instituted some way of instructing male academia not only on the more blatant forms of sexism but also on the more subtle ones. For example, space in campus newspapers could be devoted to examples or instances of sexist behavior. To illustrate:

1. Last week Janet Cool asked if she could meet with her professor to discuss some of the offensive sexist remarks he makes in his class. He has consistently put her off with derogatory comments about female aggressiveness.

2. Mary Wright reports the following patronizing put-down of a woman student in a required course:

3. Etc., etc., etc.

The space might be patterned after *Ms.*'s "No Comment" but *with* comment explaining why each incident was offensive. The names of offending individuals should not be published and whatever protection for the complainant is needed should be given. There must be bugs in the idea but it might have potential usefulness as an informative and educational tactic.

It goes without saying that this suggestion for airing sexist attitudes is not to take the place of other action in promotion and tenure cases.

Jessie Bernard

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will receive the same benefits when they retire. Temple's attorney, Robert Reinstein, stated that regardless of the outcome of the various lawsuits testing out the legality of plans which give women less when they retire, he felt it unfair to pay women retirees less. "If this were done by race or national origin," he stated, "I don't think that people would tolerate it."

Pension Cases Not Retired Yet . . .

The U.S. Supreme Court will review the issue of sex-segregated annuity plans, under which women, because of their greater life expectancy, receive smaller payments then men. The case is *Norris* v. *Arizona Governing Committee*, 28 EPD 32,584, in which the Ninth Circuit Court of Appeals struck down a sex-based deferred compensation plan under Title VII. [See *On Campus With Women*, Summer 1982, p. 3.]

The Teachers' Insurance and Annuity Association and the College Retirement Equities Fund (TIAA-CREF), was turned down in its request that the court expedite review of a similar ruling so that it could be considered together with the Arizona dispute. This case involved a Second Circuit decision *(Spirt* v. *TIAA-CREF)* which upheld a lower court ruling that TIAA-CREF had violated federal anti-discrimination law by basing retirement benefits on sex. This case is still under consideration for regular review by the Supreme Court. TIAA-CREF had asked for review because the Spirt decision conflicts with a Sixth Circuit case which approved TIAA-CREF's methods in a pension program at WAYNE STATE UNIVERSITY in Detroit (MI) *[Peters* v. *Wayne State]*. This case is also being appealed.

At issue is whether sex-based pension plans violate Title VII of the 1964 Civil Rights Act, which bars job discrimination on the basis of sex, race, national origin and religion. Close to 85 percent of private four-year colleges and universities and 40 percent of public institutions carry TIAA-CREF plans.

In the Spirt case, a three-judge panel ruled that both TIAA and CREF must use sex-neutral or "unisex" mortality tables in calculating benefits paid to participants retiring after May 1, 1980. The court hold that TIAA-CREF had "had ample opportunity to 'voluntarily' revise their mortality tables," since a number of other lawsuits which raised similar issues had already been decided. The panel noted that the present court order, as well as the district court order which it upheld, were "forseeable at least since 1974." Although TIAA and CREF have accepted the idea of using unisex tables, the key point of contention is whether these tables should be applied retroactively, as the appeals court has ruled. (The court had rejected the idea that the equalization of pension payment retroactively to 1980 would hurt male retirees. Since neither TIAA nor CREF specify particular sums which retirees can expect to receive, beyond a very minimal amount under TIAA, the court argued that "there is no danger that the male participants' expectation . . . will be jeopardized by the relatively minor changes in the value of past benefits necessitated by the relief ordered.")

In the Wayne State University case, the court said that TIAA-CREF is not an "employer" and therefore does not violate Title VII, although Wayne State would be seen as violating the law if the retirement plans it selected for its employees discriminated against female retirees. The court held, however, "that the use of sex-segregated mortality tables to calculate retirement annuities does not violate Title VII if the actuarial value of the annuities is equal for similarly situated women and men."

In another pension-plan battle, women faculty at YESHIVA UNIVERSITY's Albert Einstein College of Medicine (NY) are attempting to eliminate the school's pension plan which pays women less per year than it pays men. The women are also, with the help of the Equal Employment Opportunity Commission, seeking to remedy salary inequities which they report have climbed as high as $8,686 per year.

The college's pension plan, run by the Prudential Insurance Co., is nearly identical to that of TIAA-CREF. Under the plan, women pay equal premiums as men while working, but, once they retire, receive annual payments as much as eleven percent lower than men's benefits. The payments, like TIAA-CREF's, are based on statistics showing women to have longer life expectancies than men, and are reduced in order to cover the longer time period. Some 250 women physicians are covered by the class action suit, which was filed in 1975 and is now before the U.S. District Court for southern New York.

University of Miami:
Iron Arrow Ironed Out?

Because of recent moves by the president of the UNIVERSITY OF MIAMI (FL) a potentially ground-breaking Florida case on the scope of Title IX has been temporarily, if not permanently, sidetracked. The case, involving the male-only Iron Arrow Honor Society at the University of Miami, could determine the extent of the Education Department's power to bar sex bias in programs operated by schools or colleges receiving federal aid. The background: the University of Miami was found by the Department of Health, Education and Welfare (HEW) in 1976 to be in violation of Title IX of the 1972 Education Amendments because it supported Iron Arrow, which refused admission to women. (Title IX bars sex bias in any educational program or activity that receives federal aid.) After being barred from campus because of its discriminatory practices, Iron Arrow sued HEW, maintaining that, since it receives no direct federal or university support it cannot be forced to comply with Title IX *[Iron Arrow Honor Society and John T. Benedict* v. *Forrest Matthews, William Thomas and the University of Miami*, U.S. Dist. Ct. (Miami, FL), #76-1850-CIV-EPS, October 21, 1976]. (See *On Campus With Women*, Fall 1980, p. 5). An appellate court ruled against the honor society and in favor of the government, and the Supreme Court vacated that ruling and returned the case to the Eleventh Circuit for reconsideration in light of the landmark *North Haven* v. *Bell* Title IX ruling.

Now, however, the university has taken a strong anti-bias stance and the Eleventh Circuit may never get a chance to rule on the case. University president Edward Foote stated, in a letter to the honor society, that the school would not permit any campus organization to maintain discriminatory policies, and that regardless of any court decision, the university would not allow Iron Arrow to return to campus if it continued to prohibit women from joining. Thus, the case may well be moot. Foote stated, "It's time for Iron Arrow to consider admitting men equally with women, no matter what the courts say. What's most important is not what the law requires, but that we establish policies that treat our students fairly."

Sex Biases North and South

Two district courts have awarded women faculty members back pay and damages in sex bias cases on campuses in Oregon and Arkansas. At the historically black campus of the UNIVERSITY OF ARKANSAS, back pay, $7,500 in damages, and also promotions were included in the compensation package awarded five women faculty members who had been denied pay raises and promotions and been subjected to verbal abuse because of their sex. The university plans to appeal the ruling in the class action suit.

At WESTERN OREGON STATE COLLEGE in Monmouth, six

women faculty members were awarded $244,000 in back pay and damages in a decision which determined that they had been victims of intentional sex bias. (See *On Campus With Women*, Summer 1982, p. 4.) The judge concluded that the college purposely gave the women lower salaries than male faculty members with similar duties and rejected in all but one instance the college's contention that the work performed by the men was more demanding than that of the women. The finding of intentional bias, which doubled the back pay awarded the women under the Equal Pay Act, was buttressed by a decade of salary surveys delineating the discrepancies in pay between the sexes. Campus administrators, while aware of the disparities, had not moved to correct them. Western Oregon is planning to appeal the ruling.

A third school to lose an equal pay lawsuit is GEORGIA SOUTHWESTERN COLLEGE, which was charged with paying female faculty members less than their male counterparts for "equal work on jobs the performance of which requires equal skill, effort and responsibility." Part of the institution's defense consisted in its use of "supply and demand" forces as primary factors in determining salary. Thus, argued the defense, "there being a greater supply of prospective female faculty members and a willingness of females to accept lower beginning salaries, women are generally paid less of a beginning salary than men are paid for comparable positions." The court found the "market force" defense to be lacking in credibility, since 1) those charged with hiring had not informed themselves of the market rates for paticular expertise, experience, or skills, and 2) the hiring process was devoid of any bargaining—a process one would normally expect to find in the competition of the market place.

Access to Tenure Records Upheld by High Court

The U.S. Supreme Court has upheld an appellate court ruling that allows a UNIVERSITY OF CALIFORNIA woman faculty member access to confidential tenure review records. In the case, *Regents of the Univ. of California* v. *Lynn*, the university had argued that the confidentiality of the tenure review system would be virtually destroyed if a Ninth U.S. Circuit Court of Appeals ruling were allowed to stand. The ruling last fall (1982) gave Therese Lynn, denied tenure in 1976, the right to see her tenure report because the school had submitted it to the trial court judge to rebut her sex bias charges. The court held that Lynn should have access to the report, since the trial judge had used it in dismissing the case. In its petition for review, California argued that it had submitted the report only for the private inspection of the judge, who was to decide if it contained evidence which should be given to Lynn. The petition protested that the Ninth Circuit's reasoning makes it unlikely that trial courts "can ever again protect confidentiality."

Pregnancy Expenses For Wives: Required or Not?

The exclusion of a spouse's pregnancy expenses from health insurance plans does not violate Title VII, ruled the U.S. Court of Appeals for the Ninth Circuit. *(EEOC* v. *Lockheed Missiles and Space Co.*, 7/6/82). The court maintained that the exclusion was "not a gender-based discrimination at all," a conclusion directly opposite to an earlier Fourth Circuit ruling *(Newport News Shipbuilding and Dry Dock Co.* v. *EEOC*, 50 LW 2409 (1972).

The Ninth Circuit held that the Pregnancy Discrimination Act of 1978 applied only to employees and applicants for employment, and not to spouses of employees.

Off the Air But On the Money: Former Radio Station Supervisor Wins Sex Bias Case

A former supervisor at WAYNE STATE UNIVERSITY's (MI) radio station has been awarded $105,000 for sex discrimination by a federal court jury. While the station claimed her termination was based on poor job performance, the jury opted for a different interpretation: that the plaintiff was terminated because she was an assertive and active advocate of the rights of women and minorities.

Off the Air *Because* of the Money: U. Cal. Sued Over Banned Radio Script

Two staff members of a UNIVERSITY OF CALIFORNIA radio station have filed a federal suit against school officials, claiming that their constitutional rights were violated when their program on salary discrimination against women in higher education was kept off the air. The script for the program contained an interview in which a professor of statistics at the Berkeley campus reported that female faculty members at the school were paid less than men. A newswriter, who was fired, and a former program producer, who was demoted, asked in the suit that their jobs be restored. Both lost their jobs when they objected to the suppression of the interview.

SEXUAL HARASSMENT

Title VII Dispute Settled at Clark

In settling the suits and counter-suits involving the charge of sexual harassment brought against former sociology department head Sidney Peck at CLARK UNIVERSITY (MA), the university has agreed to pay the two women plaintiffs, Ximena Bunster and Elizabeth Stanko, $95,000. The agreement ends all legal proceedings related to previous complaints filed with the Equal Opportunity Commission under Title VII of the 1964 Civil Rights Act. (See *On Campus With Women*, Spring 1981, p. 5). Peck had sued the two women for $24.5 million for defamation of character, and Bunster and Stanko counter-sued for $1.3 million each for alleged sexual harassment. The agreement, which all parties signed, restates Clark's commitment to the elimination of all forms of abusive, harassing, coercive or discriminatory conduct from the academic environment. The university has also agreed to cover a portion of the legal fees incurred so far by Bunster and Stanko.

Hostile Work Environment Seen as Sex Discrimination

The creation of an offensive or hostile work environment through sexual harassment can, by itself, constitute a violation of Title VII of the 1964 Civil Rights Act. Consequently, an employee subjected to such an environment need not prove additional tangible job detriment. So ruled the U.S. Court of Appeals for the Eleventh Circuit *(Henson* v. *City of Dundee*, 8/9/82), equating a pattern of sexual harassment which is inflicted upon an employee on the basis of sex with a pattern of behavior which treats the sexes differentially in regard to terms, conditions, or privileges of employment.

A New Sort of Policy: Sexual Harassment Defense Insurance

Colleges and universities may now take out insurance policies to cover their costs of legal defense against charges of harassment. Two universities so far have applied for the coverage, which is underwritten by Lloyd's of London and offered to businesses as well. While 90 percent of legal defense costs are paid by the insurance, the policies do not cover damages awarded in sexual harassment cases. Optional coverage includes costs of legal defense against charges of discrimination on the basis of age, sex, race, religion, national origin, or ancestry.

ON THE CAMPUS

Achievement Level Drops for Women in Coed Schools

Women fare better academically at all-women schools than at coed institutions, according to a BROWN UNIVERSITY (MA) study. Although they may enter a previously all-male school with a higher level of achievement than men, women exit with a lower one, reports Brown's Committee on the Status of Women. In classes which are predominantly male, the study says, women can feel intimidated or left out.

Women in the Field: Out of Place at Fresno?

The Dallas Cowboys' cheerleaders, with their scanty costumes and dance routines, helped draw a near-record crowd to FRESNO STATE UNIVERSITY's (CA) football game with WEBER STATE COLLEGE (UT), but also drew a protest from over 100 Fresno faculty members. A spokeswoman for the faculty protesters explained, "We had no objection to the cheerleaders' coming on campus . . . However, we did object to the university's actively seeking them out and then sponsoring their trip. It seemed to show that the university was perpetuating a stereotype of women that it had no business perpetuating." The university's president has agreed to meet the faculty members' chief demand that he conduct a campus wide review of how much decision-making power is held by women at the school.

Amherst, Brazen Amherst

Homecoming Weekend at AMHERST COLLEGE (MA) brought alumni back to the campus—along with vandalism and verbal harassment of some coeds. Incensed student journalists published an unsigned editorial in the student paper: "Our Note to Alumni: Grow Up or Stay Home." Women students in particular were harassed at parties and, in at least one case, heckled while performing at an alumni function. When the harassed all-female singing group began to leave, the men at the dinner broke into a lewd song. "There seems to be a persistent trend that a lot of the men resent the fact the college is now co-ed; they feel compelled to voice this after they have had a few," said the newspaper's editorial board chairman, who thinks the alumni are not used to women on campus. (Amherst, a prestigious liberal arts college of 1,500, went co-ed in 1976.)

Sex and Marital Status: Discrimination Verboten in New York

The New York State legislature recently expanded its discrimination provisions pertaining to college and university admissions to cover sex and marital status. The bill (Chapter 89 of the laws of 1982) covers public and private institutions, exempts single-sex schools and does not conflict with the rights of religious schools. The legislation may be useful as a model for other states. For further information contact the University of the State of New York, State Department of Education, Albany, NY 12230.

On the Upswing: Taking Care of Children

Splitting Child Care Leave

All New York State Civil Service Employees—men as well as women—may now receive up to seven months leave without pay for child care as related to pregnancy and childbirth or adoption. In cases where both parents are state employees, the leave may be split between them (i.e., the combined leaves of both parents may not exceed the seven month total). Employees may charge such child-care connected absences against accrued leave (i.e., annual leave, personal leave, or over-time credits) to shorten the period in which they are on leave without pay. These policies are independent of the normal sick leave policies for women during pregnancy and childbirth.

Child Care Award for Students

To encourage student parents to attend classes at LANSING COMMUNITY COLLEGE (MI), the school has announced awards to be used for child-care at any Greater Lansing licensed child care home or child care facility. No family can receive the award more than once. For further information on the grant, write to the Women's Resource Center, Lansing Community College, P.O. Box 40010, Lansing, MI 48901.

Manners of Yesteryear: Mixers at West Point

An invitation to BARNARD COLLEGE (NY) for "your young ladies" to attend mixers at the U.S. MILITARY ACADEMY at West Point (NY) read like an early 20th century English novel, according to one Barnard linguistics major. At the mixers, held to "provide cadets an opportunity to meet young ladies from nearby colleges" . . . "female guests are asked to wear afternoon dresses, skirts and blouses or pantsuits" in order "to encourage high standards of conduct and appearance," the invitation read. Since West Point now admits women as cadets, Barnard's vice president for student affairs conjectured that perhaps the academy had also sent similar invitations to Columbia University or men's colleges "to see if their young gentlemen would come to meet West Point women, under proper circumstances and properly dressed."

Affirmative Action Award—SUNY at Geneseo

An annual Affirmative Action Student Recognition Award has been instituted at the STATE UNIVERSITY OF NEW YORK COLLEGE at Geneseo. The award will honor an individual student or student organization which has demonstrated sensitivity to the concerns of minorities, women and/or disabled individuals, or which has made notable progress toward the achievement of College affirmative action objectives in the area of equal opportunity.

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Prices and availability of resources are current at time of publication.

The winner will receive $250, a certificate of recognition, and be honored at a luncheon. Examples of the kinds of projects and activities eligible for consideration include art exhibits, drama or dance performances, creative writing projects, journalistic essays or reporting, radio or television productions, volunteer work, and public-service related programs and activities or special events.

Women's Studies in Wisconsin: A New Who's Who

The second edition of *Women's Studies in Wisconsin: Who's Who and Where*, is now available from the Office of the Women's Studies Librarian-at-Large, UNIVERSITY OF WISCONSIN SYSTEM. Under its mandate to disseminate information about women's studies resources in Wisconsin, the office originally prepared an extensive listing (1981) of nearly 500 people in the state who were teaching women's studies courses, developing women's studies library collections, running women's resource centers, and planning programs about women-related issues. (See *On Campus With Women*, Winter 1981, p. 9.) The second edition offers nearly a 50 percent increase in the number of people represented. The alphabetical listing includes home and work addresses, telephone numbers; area of specialization; and current research or subjects of particular interest in women's studies. Indices are broken down by geographical region, occupation, college and university, organization and area of specialization and interest.

The directory may serve as a model for other systems and regions wishing to foster new lines of communication and increase collaboration among those concerned with feminist issues and research. The compilers also describe their information-collecting procedure, including a mailing list questionnaire survey. Single copies of the 57-page directory are free from the Office of the Women's Studies Librarian-at-Large, University of Wisconsin System, 112 A Memorial Library, 728 State St., Madison, WI 53706.

The directory supplements *Women's Studies: Directory of Institution Program Administrators, Contact Persons, Committees and Programs*, which offers extensive information on women's studies programs and courses offered in the University of Wisconsin System and is available free from Karen Merritt, 1654 Van Hise Hall, Office of Academic Affairs, UW-System Administration, Madison, WI 53706.

Workshop Guide for Re-entry Women and Displaced Homemakers

For directors of women's re-entry programs and displaced homemaker programs, a new program guide, *The Turning Point*, offers materials (reading and exercises) for eight workshops: support systems, stress management, assertiveness, legal concerns, financial planning, self-assessment, career exploration, and conducting the job hunt. The manual was published by the Adult Life Resource Center at the UNIVERSITY OF KANSAS. Copies of the manual are available at $15; participant packets of exercises and readings are sold separately at $6 each, add $1.50 for shipping and handling plus $.50 first manual, $.30 each additional manual or packet. Checks should be made payable to The University of Kansas and sent to The University of Kansas, Division of Continuing Education, Continuing Ed. Bldg., Lawrence, KS 66045.

Building Campus Networks: Colorado

To improve career and learning opportunities for women at the UNIVERSITY OF COLORADO, a coalition of individuals presently or formerly affiliated with the university have joined forces to become the University of Colorado Boulder Women. The group, made up of staff, faculty, students, alumnae, retirees, faculty spouses, and administrators, has established the University of Colorado Boulder (UCB) Women's Resource Network to provide information and support for campus women who are interested in a variety of topics. Volunteer participants in the network, who are willing to share professional and personal experiences, invite people to contact them and discuss such issues as career development, faculty promotion and tenure, combining career and family, single parenting, mentors, single working women's needs, and affirmative action and sex equity. The group published a 16-page Resource Network file of biographies with background information, including some photographs, on 43 of these women volunteers. Although the publication is no longer available, further information on the project, which may serve as a model for others, may be had by writing to the UCB Women's Resource Network, Department of Human Resources, Campus Box 475, University of Colorado, Boulder, CO 80309.

OCR Drops Sex-Bias Case at William and Mary

The Office for Civil Rights of the Education Department dropped its investigation of sex discrimination at the COLLEGE OF WILLIAM AND MARY (VA) because of the failure of the Department to appeal a recent decision involving the UNIVERSITY OF RICHMOND (VA). In that case, the decision barred the government from applying Title IX to any program or activity unless it received direct federal aid. [Title IX of the Education Amendments of 1972 prohibits sex discrimination in federally assisted programs.] The decision, which is contrary to the Title IX regulation, was not appealed by the government. Thus, within the Eastern District of Virginia, which is where William and Mary is located, there is no recourse for discrimination in programs such as athletics, which receive no direct funding. Elsewhere in the nation, the Title IX regulation still applies; i.e., all activities of a school are covered if the school itself receives federal funds.

Balancing Act: NACWEP "Shadow Council"

A "shadow council" has been formed by a coalition of women's organizations to serve as a balance to the educational programs of the National Advisory Council on Women's Educational Programs (NACWEP). The shadow group, The Citizens' Council on Women's Education, is comprised of "nationally recognized education experts," including Donna E. Shalala, president of HUNTER COLLEGE (NY), and Harold Howe, II, a former U.S. Commissioner of Education. According to the National Coalition for Women and Girls in Education, such membership will contrast with the "16 new council members appointed by President Reagan, the majority of whom don't have any experience in educational equity," says the coalition. Unlike NACWEP, which for the first time is not bipartisan and has no male appointee, the Citizens' Council includes both Republicans and Democrats and several male members. NACWEP members, all appointed by President Reagan, angered the coalition shortly after they were sworn in by voting to fire Joy Simonson, long-time director of the council, and replacing her with Rosemary Thomson, a conservative who worked with Phyllis Schlafly in Illinois, and who previously testified against funding for the Women's Educational Equity Act, an act which NACWEP monitors and about which they advise the Secretary of the Department of Education.

At William and Mary, women are 40 percent of the school's intercollegiate athletes but receive only 12 percent of the school's financial aid to athletes. Last fall (1982) in an internal memo from the director of the Region III Office for Civil Rights, William and Mary was described as being "in clear violation of Title IX."

Sex Equity Law Passed in California

A law prohibiting discrimination on the basis of sex in any program or activity of an educational institution receiving state funds was passed in September 1982 by the California State Legislature. Closely paralleling Title IX in form and content, and similar to laws passed in 16 other states, the law covers colleges and universities. For copies of the legislation (Assembly Bill 3133, now part of California's Education Code), write to the State Capital Bill Room, Sacramento, CA 95814.

More Women and Older Students Expected on Campus by 1990

A shift in college enrollment to a higher percentage of older students and women is expected by the end of the decade, according to the National Center for Education Statistics (NCES). The Center predicts a 25 percent increase (18.6 million) in those aged 25 to 49, while those under 25 years will decrease by 15 percent (4.3 million). Part-time enrollment will be up, predicts NCES, due to the fact that older students more often elect to attend school on a part-time basis than do their younger counterparts. Part-time enrollments could constitute 46 percent of the total by 1990, compared to less than one-third in 1970.

Between 1970 and 1980, women's enrollment shot up more rapidly than that of men, with first time enrollment for women increasing by 50 percent as compared to only a six percent increase in that of men, and a 76 percent hike in women's total enrollment as compared to only 17 percent in that of men. Copies of the NCES report, *The Condition of Education* (1982 Edition) are available at $8.50 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20420. Ask for stock no. 065-000-00133-3.

MINORITY WOMEN

Higher Education High Level Posts: Few Black Women

Black women hold few positions of leadership in American higher education, according to research presented by Gloria R. Scott at the annual meeting of the American Sociological Association. At predominantly white institutions, less than ten black women fill high administrative positions, while at 86 historically black colleges and universities included in the research study, only six hold top positions. At about 15 institutions, the post of dean of academic affairs is filled by black women. Approximately 40 black women are deans of schools within universities, such as education, fine arts, and nursing. No statewide coordinating board, professional or higher education association, or accrediting agency is headed by a black woman. Two black women are executive vice-presidents of associations, and a "possible three" black women chair college boards of trustees, according to the study. Scott is vice-president of CLARK COLLEGE (GA).

An Endangered Species: The Black Female Ph.D.

The Black Female Ph.D.: Education and Career Development by McLean Tobin, explores the characteristics of black women doctorate holders employed at predominantly black public colleges in the early 1970's. Copies of the 123-page book are available at $17.75/clothbound, $8.25/paper, plus $1.05 postage from the University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706.

Sexism and Racism: Minimizing Research Bias

A series of articles on the effects of societal biases on research and research methods appears in four issues of the Interracial Books for Children *Bulletin*. Written by Patricia B. Campbell, the articles—"Was Research, Is Research, 'Objective' " (Vol. 12, No. 3), "Biased Assumptions: A Research Challenge" (Vol. 12, No. 6), "How Old Biases Influence New Research Design" (Vol. 12, Nos. 7 & 8), and "Research Findings: How Accurate?" (Vol. 13, No. 1)—gives numerous examples of how bias against women and minorities influences research. Copies of the *Bulletin* may be ordered at $2.50 (with the exception of Vol. 12, Nos. 7 & 8, $3.50) from the Council on Interracial Books for Children, 1841 Broadway, New York, NY 10023.

Journal on Third World Women

Third Woman, a journal of literature and the arts, focuses on the creative work by, about and on behalf of U.S. Latinas, and Third World women in general. The journal publishes essays, fiction, drama, graphic arts, poetry, reviews, and literary criticism in English or Spanish. Published semiannually, the journals' subscription rates are $7 - individual, $10 - institution. Inquiries should be addressed to *Third Woman*, c/o Chicano-Riqueno Studies, Ballantine Hall 849, Indiana University, Bloomington, IN 47405.

Call for Information: Minority Women Column

The Project has received a $5,000 grant from TRW, Inc. to help underwrite a special section on minority women in the next four issues of *On Campus With Women* (Spring 1983 to Winter 1984). The section will spotlight timely information on trends, organizations and networks, publications, research, conferences and awards of particular interest to Black, Hispanic, Asian-American and Native American women in higher education.

Information about minority women such as model programs, research results, materials from conferences and workshops, and resources which may be useful to our readers working to end race and sex discrimination should be sent to: PSEW, 1818 R St., NW, Washington, DC 20009.

Papers on Women's Identity Studies

Two papers dealing with minority women's identity have been developed by the Center for Women's Identity Studies at CHICAGO STATE UNIVERSITY (IL) under a grant from the Women's Educational Equity Act Program.

- A study of how urban middle-class Hispanic women develop their sense of identity should be helpful to those working with Mexican-American and Puerto Rican women. *Critical Events Shaping the Hispanic Woman's Identity* explores relationships, career, educational and health related events, and also compares the findings with similar data obtained from white women. 75 pp., $5.75 per copy.
- *En-Act: Black Women's Identity in Action? A Facilitator's Workshop Manual* deals with a personal growth workshop useful for educational programs as well as black women's organizations. 200 pp., $12 per copy.

Other papers on identity issues are also available. Prices quoted include postage costs. All orders must be prepaid; checks should be made payable to the Center for Women's Identity Studies and sent to the Center at 1654 Evergreen Rd., Homewood, IL 60430.

WOMEN'S STUDIES

Getting It Together: Women's Studies and the Curriculum

How to Integrate Women's Studies into the Traditional Curriculum is a manual developed by the Southwest Institute for Research on Women (SIROW) as a result of its Conference on Curriculum Integration held at PRINCETON UNIVERSITY (NJ) in August 1981. The 36-page manual includes reports from the 17 curriculum projects represented at the conference, and discusses such topics as how to begin "mainstreaming" women's studies, attracting and selecting faculty participants, coping with resistance, dealing with campus politics, and funding. Appendices include an annotated list of resources for curriculum integration. The manual was written by Myra Dinnerstein, Sheryl O'Donnell, and Patricia MacCorquodale. Individual copies are available as SIROW Working Paper No. 9 for $3. Send check or money order (payable to the University of Arizona) to SIROW, Women's Studies, The University of Arizona, Tucson, AZ 85721.

Searching the Archives for Women's History

Researchers in women's history may find help in *Women's History Resources at the State Historical Society of Wisconsin.* The guide lists resources and potential topics in the library, the archives, the museum, the iconographic collections, and the Wisconsin Center for Film and Theater Research. Special subsections deal with collections in labor, social action, theater and mass communications, special collections, and public records. The guide may be useful as a model for other state historical societies. Copies of the 88-page paperbound volume are available at $3.95 prepaid (Wisconsin residents add five percent sales tax) from Publications Orders, State Historical Society of Wisconsin, 816 State St., Madison, WI 53706. Checks should be made payable to the State Historical Society of Wisconsin.

Writings About Women

The Modern Language Association has published the first volume in a two-volume series entitled *Women In Print. Women In Print I: Opportunities for Women's Studies Research in Language and Literature* explores directions for future research and publication. Articles cover black women in and out of print, working class women's literature, and women's studies in Russian, Hispanic and French literature, among others. Copies of the 198-page volume are available at $12.50 paperbound and $22.50 clothbound from the Modern Language Association of America, 62 Fifth Ave., New York, NY 10011.

Taking Account of Women in Research

A new British volume presents accounts of research work by sociologists who have been influenced by feminist critiques of sociology. *Doing Feminist Research*, discusses practical, methodological, theoretical and ethical issues raised when sociologists accept this perspective. The 207-page paperback volume, edited by British sociologist Helen Roberts, is available at $9.50 from Routledge and Kegan Paul, Ltd., 9 Park St., Boston, MA 02108.

INTERNATIONAL

British Universities: Men Still at the Top

Women hold only one out of every ten faculty positions in British universities, and four-fifths of those women are at lower salary levels, according to a report of the United Kingdom Equal Opportunities Commission. Among Britain's male university teachers, 40 percent are at higher salary levels, while only 18 percent of female faculty hold such posts. No British university has a woman in its chief administrative position. While women hold half of the country's university librarian positions, only eight percent of them are at the two highest salary levels, as contrasted to 27 percent of their male colleagues.

Balancing Act at McGill: Pay Hike for Female Faculty

Twenty-six of McGILL UNIVERSITY's (Quebec) women faculty members who had been paid less than their male colleagues, have been given salary increases ranging from $700 to $4,000 (U.S.). Retroactive to June, 1981, the pay hike will cost the university close to $45,000. The increase followed an extensive study of faculty earning levels which had been sought by the university's faculty association. Similar surveys have been conducted at the Universities of Toronto and Western Ontario.

Women Centres Worldwide

Looking for a women's center in Madagascar or the Fiji Islands? Or in Singapore or Costa Rica? A starting place is Women's Centres Worldwide, a 26-page mailing list compiled by the International Women's Tribune Centre, Inc. The list includes multi-purpose and information centers, as well as those focusing on health, research, training, and legal issues. While the list does not include centers in North America, and only a small sampling of the many women's centers in Europe, a brief bibliography of guides and directories to these centers is appended. Copies of the list are available free from the International Women's Tribune Centre, Inc., 305 East 46th St., New York, NY 10017.

A number of these same centers are written up in greater detail in IWTC's *Tribune: A Women and Development Quarterly* (Newsletter 19, Second Quarter 1982). Copies are available from the address above.

Western Research on Third World Women Deemed Second Rate

Scholars in the West approach women's studies in ways inappropriate to the Third World, according to delegates to the first international conference in Montreal on research and teaching related to women. Criticism by Third World representatives at the conference, which was organized by CONCORDIA UNIVERSITY's Simone de Beauvoir Institute, focused on their Western colleagues' failure to understand the cultures they were investigating and their ignorance of the problems of working-class women.

Third World Women: Articles in Print

A new catalogue listing articles on women in the Third World has been published by the Women's International Resource Exchange (WIRE). The offerings include journal reprints as well as whole issues, and also original articles covering Latin America and the Caribbean, the Middle East, Africa, and South East and Far East Asia. A section in Spanish also lists articles available in that language. Copies of the WIRE Catalogue are available from WIRE, Inc., 2700 Broadway, Room 7, New York, NY 10025.

(continued on page 11)

NONTRADITIONAL CAREERS

The Project gratefully acknowledges the renewed support of the INTERNATIONAL PAPER COMPANY FOUNDATION for making this section on "nontraditional" careers possible.

Fostering Technical Education

New Steps on the Career Ladder is a two-volume career development manual for vocational educators which provides curriculum materials, and information about programs and resources helpful in encouraging young women to pursue nontraditional and apprenticeable occupations. Volume One *(Curriculum Guide)* offers overviews of apprenticeship trades and professional nontraditional careers, discusses equal opportunity legislation, and includes a section on matching personal and job characteristics. Volume Two *(Program Model and Resource Guide)* describes a two-year model demonstration project of the Midwest Women's Center designed to identify and help economically disadvantaged young women (16-21) to enter apprenticeable occupations. The model can easily be adapted by other institutions such as community colleges, employment and training programs, neighborhood organizations or employment centers. A 17-page bibliography and listing of additional resources are included. For a copy of the two-volume manual, write to: Susan Dunlap, Midwest Women's Center, 53 W. Jackson Blvd., Room 1015, Chicago, IL 60604.

Update on Gender Studies and Math

A new study on math and sex suggests that social pressures and not biology are responsible for the fact that boys traditionally do better in mathematics than girls. NORTHWESTERN UNIVERSITY (IL) researcher David R. Maines, examining social factors and sex differences for undergraduates and graduate students in math and their relation to "educational inequity," found that more women than men were discouraged by parents, teachers or others from continuing math studies. Forty-one percent of the women said they were discouraged from going into math; only 20 percent of the men had been similarly discouraged. For men (64 percent) the biggest problem in being a math major was "mathematical problems." Sixty five percent of the women named social factors, such as relations with others, as their biggest problem. (See also, *On Campus With Women*, Winter 1981, p.2)

Technology Tomorrow: A Women's Issue

The impact of technology on women's daily lives is explored in *Future, Technology and Woman*, published by the Women's Studies Department at SAN DIEGO STATE UNIVERSITY (CA). Based on last year's conference of the same name, the book considers such diverse forms of technology as urban planning, energy resources, genetic engineering, and computers. Several articles address career opportunities for women in high technology fields and ways in which women can control technology to meet their own needs. A bibliography and directory of organizations are included. Copies of the 121-page softcover volume can be purchased for $6.50 plus $1 postage by sending a check (payable to the SDSU Foundation) to: Future, Technology and Woman, Women's Studies Department, San Diego State University, San Diego, CA 92182.

Workshops on Nontraditional Careers

A three year guidance project which focused on college-based nontraditional careers is described in the May 1982 issue of *The Personnel and Guidance Journal*. The project, involving a series of three day workshops held across the country to present information on opportunities and requirements in engineering, business, and other careers to secondary school teachers, counselors and administrators, was sponsored by the Women in Engineering Committee of the American Society for Engineering Education. The article, "Guidance for Nontraditional Careers," was written by Clyde E. Work, June H. Wheeler, and Jeannette V. Williams.

Nontraditional Resource Directory Published

Preparing for a Nontraditional Job: An Arizona Resource Directory shows how and where nontraditional training is available, and gives statistics reinforcing the current and expanding need for nontraditional options. Published in notebook format, the 120-page directory should be helpful to counselors at both secondary and postsecondary levels, and may also serve as a model for other groups planning similar directories. Photographs, charts, and activity sheets are included. Single copies are free while supplies last. Write to Jenny Erwin, Arizona Center for Vocational Education, Box 15095 NAU, Flagstaff, AZ 86011.

If I Had a Hammer:
Association of Women in Construction

The international organization of managerial, administrative and professional women in the construction industry, the National Association of Women in Construction (NAWIC) holds a varied membership of office managers, secretaries, estimators, construction accountants, bookkeepers, project superintendents, project managers, project executives, construction business owners, architects, engineers, trade association executives, skilled tradeswomen and field workers.

For further information on NAWIC's activities, including courses and conferences, contact Betty Kornegay, National Executive Director, PO Box 81068, Forth Worth, TX, 76118.

Good News and Bad News About
Vocational Education and Sex Equity

Achieving Sex Equity in Vocational Education: A Crack in the Wall is a report by the League of Women Voters Education Fund on a five-state, 18-month monitoring study on how state and local school districts were responding to the sex equity provision of the Vocational Equity Amendments (VEA) and implementing regula-

tions. Community and junior colleges along with some postsecondary vocational technological schools were also included in the study. The report notes the progress made and details the many federal, state and local barriers which continue to impede further progress for women in vocational education, such as limited or no activity at the local level to actively encourage, recruit or support enrollment in nontraditional programs. The report also includes recommendations. Copies may be ordered at $2.50 from the League of Women Voters Education Fund, 1730 M St., NW, Washington, DC 20036.

Recently Published . . .

How To Encourage Girls in Math and Science: A Guide for Parents and Teachers offers parents, educators and teacher trainers specific strategies for encouraging girls to develop problem-solving, logical reasoning, and investigative skills—and to pursue a full range of interests and careers in math and science. The book, written by Joan Skolnick, Carol Langbort and Lucille Day and aimed at kindergarten through eighth grade children, is available from Prentice Hall Inc., Attn: Addison Tredd, Englewood Cliffs, NJ 07632 for $7.95 paperback or $15.95 hardcover plus $1.00 postage and handling.

Science Anxiety Clinic

"Science anxiety, like its sister, math anxiety, acts as a career filter against most women and minorities . . . Lacking many role models and facing covert (and overt) messages about their abilities to grasp science, they shy from anything technical in numbers far greater than their proportion in the population." So state authors Sharon L. Greenburg and Jeffry V. Mallow in their article, "Treating Science Anxiety in a University Counseling Center." At the Science Anxiety Clinic, which the authors have developed at LOYOLA UNIVERSITY of Chicago (IL), students learn science study skills and gain psychological techniques for coping with anxiety. The clinic's students include young undergraduates as well as reentry men and women; women and minorities make up a high percentage of the clientele. The article appeared in the September 1982 issue of the American Personnel and Guidance Association's *Personnel and Guidance Journal*.

Free-loan Film on Science for High School Students

A film, exploring the question of why young women are "turned off" by high school math and science, looks for answers through women who are already established in science careers, and through the perceptions of parents, counselors, and teachers. *Science: Women's Work* presents the message that, by taking math and science courses, high school women keep open a variety of choices for satisfying, well-paying careers later. The 16 mm sound and color film (27 minutes) was produced by the National Science Foundation and may be of use to colleges in recruiting students for scientific programs. Free-loan prints are available from Modern Talking Picture Service, 5000 Park St. North, St. Petersburg, FL 33709. Borrowers pay return postage only.

Eight Women in Academic Medicine: Videotape Series from Harvard

A series of videotapes entitled *Women in Medicine* features eight senior women professors at HARVARD MEDICAL SCHOOL (MA) exploring the difficulties and gratifications of women in medicine. The series provides students and junior faculty with role models rarely seen in the classroom. Filmed in hospital, medical school and laboratory, the tapes cover a wide range of issues from career planning to balancing work and family. Five of the women discussed in the tapes are physicians; three are scientists. Created and produced by Harvard's Joint Committee on the Status of Women (JCSW), the presentation costs $50 rental fee for the videotapes plus travel expenses for one of the co-producers who presents the materials. For further information, write to JCSW, Harvard Medical School, 25 Shattuck St., Room 514, Boston, MA 02215.

Designed for Women

In an intensive six-week summer program at HARVARD UNIVERSITY's (MA) Graduate School of Design, participants have a chance to "try on" the realities of professional training in architecture, landscape architecture, or urban planning. The program, Career Discovery, has been developed for individuals contemplating a career change, including women re-entering the workplace after years of childrearing, students deciding on undergraduate majors or graduate schools, and high school students in the process of choosing colleges. For further information on the program, contact Joy Kinigstein, Coordinator, Career Discovery Program, Gund Hall 504, Harvard University, Cambridge, MA 02138.

Few Women in Technology: Corporate Employment Experts Cite Contributing Factors

Why do so few American women work as engineers, technicians, or in other technically-related jobs? Poor communications by business and schools is a basic reason, says a panel of 25 corporate employment experts interviewed by Deutsch, Shea & Evans, Inc. Cultural conditioning and hiring discrimination are also contributing factors. Business could help change the picture, by promoting technical occupations to female students early in their educational careers; communicating to women in general about technical opportunities; making women with successful careers in various technical occupations highly visible as "role models;" and "welcoming women" into technical fields rather than raising barriers. Schools, too, should launch their own communications efforts to female students, redesign precollege educational curricula to attract girls, educate parents about potential technical careers for their daughters, and provide more technical scholarships for women. For further information on the study, write to Marjorie Freedland, DS&A, 49 East 53rd St., New York, NY 10022.

Putting Women and Computers Together

Computer Programs for High School Girls . . .

Girl Scouts from 31 states learned to build a radio, charge an electron and program a computer in a two-week session last summer at SANTA CLARA UNIVERSITY (CA). The program was aimed at teaching skills women will need to compete in the world of high technology. Each dormitory room at the computer camp was provided with a computer.

. . . And for Post Grads

"Another Career: A Post-Graduate Program in Computer Science for Women," funded by the National Science Foundation in 1981-82 and continued by the UNIVERSITY OF DENVER (CO), is designed for women who have a baccalaureate degree and who currently are not in the paid labor force or are underemployed. The program consists of two courses in computer science per quarter for three quarters, leading to certification at two levels. Counseling, internships, and job placement assistance are added features of the program. For further information, contact the Women's Resource Center, University of Denver, 2199 So. University Blvd., Denver, CO 80208.

(continued from page 8)

New Association for Women in Development Plans Conference

A major conference, planned by the Association for Women in Development (AWID) for the fall of 1983, will focus on food and energy. The Association works to increase the awareness of the interdependence of nations, institutions, and individuals in development, and to ensure that women participate as full and active partners in a more equitable development process. For information about the conference or about membership in AWID, write Ellen Fenoglio, SECID WID Coordinator, 1901 Pennsylvania Ave., NW, Suite 300, Washington, DC 20006.

RESOURCES

How does Your State's Sex Equity Policies Compare to Others?

A recent publication on sex equity policies at the state level includes annotated state-by-state listings of all laws, policies and regulations. Selected resources related to sex equity in education: descriptions of equity programs and other approaches utilized by particular states; and a summary analysis of significant topical areas (e.g. curriculum materials, athletics, teacher training, employment practices) addressed by current state policies or programs are also included. *Policies for the Future: State Policies, Regulations, and Resources Related to the Achievement of Educational Equity for Females and Males*, although focused on the elementary-secondary level, contains much that is relevant to higher education. Copies of the 102-page publication are available at $10 prepaid from the Chief State School Officers' Resource Center on Sex Equity, 400 North Capitol St., NW, Suite 379, Washington, DC 20001.

On Women's Programs in the '80's: A Conversation to Be Shared with Grantmakers

In *Women and Families in the 80's: A Role for Philanthropy*, leaders of several organizations concerned primarily with programs for women describe what they see as major obstacles in their program areas, needs and issues for women during the next few years, and priorities and roles for philanthropy. Included among the four interviews is one with the Project's director, Bernice Sandler. The 23-page publication was based on a meeting between the board of directors of Women and Foundations/Corporate Philanthropy and the panel of women leaders, and covers employment, higher education, public policy and child advocacy. Copies are available at $5 prepaid from Women and Foundations/Corporate Philanthropy, 70 West 40th St., New York, NY 10018.

UN Kit on Women and Disability

Women and Disability is an education kit designed to help show the link between poverty and disability and to encourage action with regard to the social and vocational integration of women with disabilities. The packet describes the basic problems of disabled women and includes suggestions for action and information on the education of disabled women, as well as a selected bibliography and list of organizations. The kit is the first of a series on the theme Women and Development prepared by the non-governmental Sub-Group on Women and Development of the Joint United Nations Information Committee's Working Group on Development Education. Copies of the kit and further information may be obtained from the Development Education Centre, UNICEF Office for Europe, Palais des Nations, CH-1211 Geneva 10, Switzerland.

Higher Education Publishes Directories for Women

The Maine Women's Business and Resource Directory focuses attention on women as a national and regional resource. Listing individual women business owners, and women executives in corporations, the directory also includes information about a wide variety of educational, job training, and human service resources that are available to women seeking economic, career, and personal development. Both an alphabetical and a geographical index lists businesses, individuals, agencies and organizations. The 118-page publication was edited and compiled by Sally Dobres Spang. Copies are available free from the Women's Development Program, University of Maine at Orono, 251 Aubert Hall, Orono, ME 04469.

The *1982 Colorado Directory of Women's Organizations and Services* lists women's organizations, women's resource centers and crisis centers in the state, as well as those institutions offering postsecondary occupational programs which may benefit women. A service project of the Sex Equity Section of the State Board for Community Colleges and Occupational Education, the directory is published annually and distributed to all city libraries, postsecondary and higher education institutions, and upon request. The publication may serve as a model for other states or organizations. Copies are available at no charge from Supervisor, Sex Equity, State Board for Community Colleges and Occupational Education, 1313 Sherman St., #214, Denver, CO 80203.

Women Office Workers

The latest national statistics in the areas of pay, working mothers, sexual harassment, office automation and work-force trends are reviewed in *Office Work in America*, a comprehensive publication published by Working Women, a National Association of Office Workers. The 17-page booklet, outlining some of the major issues facing working women today, can be ordered at $3 (members), $4 (non-members), and $8 (institutions) from Working Women, 1224 Huron Road, Cleveland, OH 44115. A publications list is also available.

Financial Aid for Women Listed

The second edition of the *Directory of Financial Aids for Women* lists financial aids programs primarily or exclusively for women; women's financial institutions; and state sources of information on educational benefits. An annotated bibliography of general financial aids directories is included together with subject, geographic, sponsoring organization, and program title indices. Copies of the 344-page paperback volume by Gail Ann Schlachter are available at $16 from the American Bibliographical Center—Clio Press, Riviera Campus, 2040 APS, Box 4397, Santa Barbara, CA 93103.

T-Shirts, Totebags, Classroom Guides, Too: National History Week Resource Catalogue

For National Women's History Week, which will be celebrated from March 6th to 12th this year, there is now a listing of "National Women's History Week Project's Products." Included in the *Resource Catalogue* are curriculum guides, resource bibliographies, study units and lesson plans, as well as a plethora of memorabilia, from commemorative posters and buttons to T-shirts, totebags, and frisbies. Copies of the catalogue are available free from the National Women's History Week Project, P.O. Box 3716, Santa Rosa, CA 95402.

ON CAMPUS WITH WOMEN

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Yes! I want to receive *On Campus With Women* and occasional topical papers concerning women in academe. All subscriptions begin with the Summer issue and run through the Spring issue of each year. Back issues will be provided for those who subscribe in mid-year. (You can receive a free subscription by contributing to the Project. See **CONTRIBUTIONS TO THE PROJECT** below for more information.)

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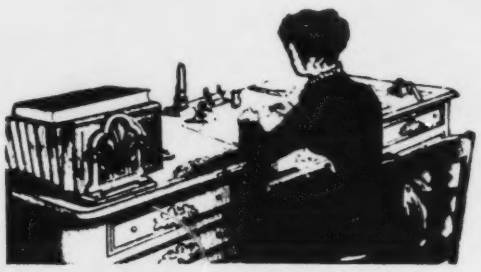

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